

THE MISSOURI EDUCATOR.

VOL. II.

JEFFERSON CITY, NOVEMBER, 1859.

No. 7.

COMMON SCHOOL SYSTEM OF MISSOURI.*

In response to your kind invitation to read, on the present occasion, an essay upon some educational topic, I have thought it would not be inappropriate to give you a brief *expose* of our State School System, embracing its history in the past, its condition at present, and its hopes for the future.

The time allotted by the rules of the Association will not allow me to do more than to furnish a rude skeleton of historical facts, and to suggest rather than to elaborate any ideas respecting defects or proposed improvements.

Our State constitution lays down as the very foundation of society and good government the following principle: "Schools and the means of education shall forever be encouraged in this State. One school, or more, shall be established in each township, as soon as practicable and necessary, where the poor shall be taught gratis."

Thus we find in the fundamental law of Missouri the plain and unequivocal announcement of the principle that every State is bound to see that its citizens are educated. It is a voluntary avowal of the fact that the happiness, wealth and prosperity of a nation must depend on the intelligence and virtue of its people. Our mountains of rich mineral, and plains of richer soil, would be poorer than the barren sands of the desert, without human hands to develop their resources, and human heads and hearts to give them value and enjoy the blessings they can bestow. Population alone will not give value to land, or iron, or gold. Two hundred years ago this State was inhabited, or rather occupied, by myriads of wandering savages, and the value, in fee-simple to the whole of this fair domain, was not estimated above a few strings of wampum, or a few drinks of bad whisky. Intelligence and moral worth constitute the real wealth of every nation; and school-houses and churches will do more to enhance the intrinsic value of property than any system of internal improvements.

But to return from this speculation to a brief history of our educational affairs. In the act of Congress authorizing the people of Missouri Territory to form a constitution and State government, the sixteenth section of each township, or its equivalent, was devoted to the purpose of

* Read before State Teachers' Association, July, 1859, by the Hon. W. B. STARKE, State Superintendent of Common Schools.

supporting schools in each township. Twelve salt springs, with six sections, or thirty-eight hundred and forty acres of land, adjoining each, were also granted to the State, and these were afterwards devoted, by the Legislature, to the same object.

The first act passed by the Legislature of our State on the subject of education was approved on the 17th of January, 1825. This law enacted that each Congressional township should form a school district, to be under the control of the County Court in all matters pertaining to schools. It also declared that all rents, (of school lands,) fines, penalties, and forfeitures accruing under the provisions of this act, should be set apart and appropriated exclusively as a school fund, and in no case should it be otherwise applied.

On the 26th of January, 1833, the Legislature authorized the Governor to appoint three suitable persons, whose duty it should be to prepare a system of common primary school instruction, as nearly uniform as practicable throughout the State, and to make report to the next meeting of the Legislature. This committee was appointed, and made report as directed, but its suggestions were not carried out by the Legislature,—that body having, at the session of 1834-5, passed "an act to regulate the sale of the sixteenth sections, and to provide for organizing, regulating, and perpetuating common schools." By this act the Governor, Secretary of State, Auditor, Treasurer, and Attorney-General were constituted a Board of Commissioners for literary purposes. Its provisions required a school to be kept in each incorporated district for six months during each year—was similar in most of its details to the law of 1825, but so imperfect and impracticable as to render its repeal necessary.

On the 6th of February, 1837, the first move was made by our Legislature for the endowment of a common school fund. An act was passed directing the Governor to invest the principal and interest of the saline fund, and all additions thereafter made to it, and all the money received by the State from the United States, by virtue of the provisions of an act of Congress, approved June 23d, 1836, in some safe and productive stock, to continue, remain, and be known as "The Common School Fund;" and whenever said fund should amount to the sum of five hundred thousand dollars or more, the interest and profits annually accruing thereon shall be appropriated to the payment of teachers in common schools, in such manner as the General Assembly may, by a system of common schools, direct.

No system was enacted until the next session, to-wit: on the 9th of February, 1839, about two years after the proposed investment was ordered to be made. This act was much more explicit than any heretofore passed upon the subject, and is the foundation of our present system.

It provided that a school fund should be established, consisting of—

1st. All moneys heretofore deposited, or which shall hereafter be deposited with this State, according to the act of Congress, entitled an act to regulate the deposit of public moneys, passed June 23d, 1836.

2d. The proceeds of all lands now or heretofore belonging to the State, known as saline lands; of all lands now or hereafter vested in this State by escheat, or by purchase or forfeiture for taxes.

3d. The interest, dividends, proceeds, and profits of such moneys and lands, until a distribution shall be authorized by law.

These items were to constitute a permanent fund, and so remain until the principal should amount to five hundred thousand dollars.

The interest, dividends, etc., were called "School Moneys," to be distributed annually.

By this act the office of Superintendent of Common Schools was first created. He was required, in the month of January of each year, to make distribution of the "School Moneys" amongst the several counties in which there may be any school, based upon the number of white children between the ages of six and eighteen years.

This law was amended in February, 1841, in several of its unimportant provisions, and again amended in 1842, at which time, the State Treasury suffering from depletion, the General Assembly borrowed the balance of the "School Money" not apportioned the preceding year, to pay the current expenses of the government, at an interest of six per cent. per annum, to be returned in 1844.

Since this time very little alteration had been made in the school law until the passage of the present law, on the 24th of February, 1853. At that session a committee composed of Messrs. Acock, of Polk county, Hickman, of Boone county, and Kelly, of Holt county, by authority of the Legislature, matured and presented to that body the law now in force upon our statute books. It is true that some unimportant amendments have been made since that time, but its main features have met with the hearty approval of each succeeding Legislature.

A synopsis of our present law may not be uninteresting.

It has for its head a Superintendent, whose duties are implied in the title of the office, and elected, biennially, by the people. Each county has a Commissioner of Common Schools, whose duty it is to examine teachers and grant certificates of qualification, apportion the school moneys of his county, call meetings of the voters when necessary, and visit the schools of his county. Each Congressional township is a school township, which may be divided into as many school districts, not exceeding four, as the inhabitants may desire. Each district is under the control of three trustees, who employ teachers, levy taxes, rate bills, etc. Twenty-five per cent. of the State revenue, and the dividends arising from the funds invested in the Bank of the State of Missouri, are annually apportioned, by the Superintendent, to the several counties, in proportion to the number of children in each, between five and twenty years of age. This, together with the county funds, composed of the interest upon the moneys arising from the sale of the sixteenth sections, the fines, penalties, etc., accruing to the county, and the income derived from the proceeds of the swamp and overflowed lands, constitutes the amount annually appropriated to the payment of teachers' wages, and is divided amongst the school districts in proportion to the number of children in each.

The capital of the school fund is now about six hundred and eighty-one thousand dollars, twenty thousand dollars of which are invested in the bonds of the State of Missouri, and the remainder in the stock of the Bank of the State of Missouri.

The first distribution of State school moneys was made in January, 1842, when only thirteen counties received any portion of it. These counties were Benton, Boone, Clark, Cole, Cooper, Greene, Lafayette, Livingston, Marion, Monroe, Ralls, Saline, and Shelby.

I have before me a table showing the apportionments made from that time to the present, the number of children, and the amount distributed each year.

Number of apportionment.	Year.	Number of Children.	Am't Apportioned.	Number of apportionment.	Year.	Number of Children.	Am't Apportioned.
1	1842		\$ 1,999 60	10	1851	174,738	\$ 69,895 20
2	1843	10,073	6,043 80	11	1852	194,703	58,411 08
3	1844	21,835	11,720 90	12	1853	198,260	65,425 83
4	1845	31,695	16,481 80	13	1854	202,658	172,153 04
5	1846	40,896	23,720 02	14	1855	260,346	178,082 79
6	1847	55,204	48,579 78	15	1856	272,093	217,674 40
7	1848	142,398	56,959 20	16	1857	302,126	242,801 21
8	1849	152,451	59,456 01	17	1858	341,121	248,207 47
9	1850	173,447	27,751 52	18	1859	367,248	253,401 12

The last six apportionments have been made under the present law. I have also before me a table of school statistics for the years 1856, 1857, and 1858.

Year.	No. of Sch'l Districts...	No. of Sch'l Houses.....	No. of Col-leges.....	No. of Acad-emies.....	Number of Teachers.		No. Children in the State bet. 5 & 20 years.....	No. attend- ing school.	Amount paid Teachers...	Am't raised to build & repair sch'l houses.....
					Male..	Fem..				
1856	3858	2671	9	48	2409	480	302,126	97,907	\$379,815 88	\$32,571 96
1857	4640	3382	22	91	3545	852	341,121	141,328	497,810 00	130,236 85
1858	4916	3878	31	100	4198	855	367,248	159,941	580,767 50	107,599 76

These figures testify in unmistakable terms to the increasing evidences of popular favor towards our present system.

Thus I have given a very brief synopsis of our educational history. Our system, commencing in the "day of small things," with a few thousand people, and a few hundred dollars of expenditure, has gradually risen to its present vast proportions; embracing about five thousand school districts, nearly four hundred thousand children between the ages of five and twenty years; requiring an annual outlay, including the income of private schools, of more than a million of dollars, and holding within the range of its influence the future weal or woe of more than a million of people. The question naturally suggests itself here, whether this vast machinery, so wisely planned and bountifully endowed, is accomplishing all that was designed by its original founders, and all that could be desired by the present generation? This question cannot be fully and distinctly answered in the affirmative.

The school law itself, though doubtless imperfect in some of its parts, is wise and beneficent in its provisions, becoming well understood in its requirements and operations, and capable of conferring incalculable blessings upon the people of Missouri. The greatest defects and deficiencies of our system are not in the law itself, but governed by circumstances quite beyond the reach of the law. I shall but glance at these in connection with what I conceive to be their proper remedies.

It is undoubtedly a hindrance to the complete and general introduction of our school system, that in some parts of the State the population is too sparse to admit the establishment of even one good school in a township six miles square. This, however, is an evil that will be soon, perhaps too soon, obviated by the incoming tide of emigration and the natural increase of population.

A greater evil which the system has to contend with, is the apparent apathy manifested by many of the people. I say apparent apathy, because I do not conceive how any man who loves his children or his country, can remain long indifferent or inactive on this all important subject. This indifference manifests itself in some of the districts by an entire misconception of the design in providing a public school fund. In such districts the people, or a majority of them, instead of regarding the public school moneys as a simple encouragement to them to do their duty, trust to it to accomplish the whole work of educating their children. When the annual apportionment is made, such a district will employ a teacher for three or four months, until their public money is exhausted, and then the school house will be shut until the next year brings another apportionment. This is a grave error in the minds of the people, wherever it exists, and can only be fully corrected by their rising to a higher appreciation of the claims and advantages of a thorough education for their children. This indifference is also manifested by the very unsuitable character of many of the country school houses. Some of these are little better than a primeval log pen, with a hori-

zontal gap on one side for a window, and a vertical opening on the other for a door; without air in the summer, and without light or warmth in the winter. In such a house the children, perched upon high slab seats, spend a few months in the year in acquiring "knowledge under difficulties;" and with a broken door it is not unfrequently extemporized into a sheep-fold or pig sty during the long vacation.

It is, however, a hopeful sign of reform in these respects, that the number of districts trusting entirely to the public school money for the support of education, is growing less every year, and in many districts where the pioneer log school house goes to decay, or becomes uninhabitable, the people are erecting comfortable, tasteful, and commodious buildings in their place, and supplying them with convenient school furniture.

Notwithstanding these difficulties and defects in the sparsely settled rural districts, and which can only be remedied by time and an enlightened public sentiment, Missouri is not without her model schools and teachers. Upon this point I cannot speak too highly in praise of the thoroughly organized system of public schools in our State metropolis. St. Louis has set an example worthy of all honor, and one that should excite the emulation as well as the pride of every citizen of the State. From all that I have seen and learned on the subject, I do not suppose that there are better schools or better teachers in the Union than those which furnish a thorough course of instruction to the children and youth of this great city.

But far above the minor evils and obstacles that interfere with the perfect working of our school system, there is one that overrides and overshadows all others. I allude to the want of a sufficient number of well qualified, professional teachers, who would take hold of the work, not from a selfish or temporary interest, but as a lifetime business. In every other department of human enterprise, we do not look for success unless there is previous preparation for the work, followed by earnestness, persistency, and stability in its pursuit. The man who would undertake to practice medicine to-day, law to-morrow, and blacksmithing the next, would be regarded either as a fool or a madman. Yet in this most difficult and delicate of all undertakings—the proper training and development of the youthful mind—persons frequently enter upon the business without any adequate preparation, and what is fortunate for the pupils, many of these soon leave it in disgust. The teacher gives character to his school as much as the carpenter to the house he builds. If we employ an ignorant apprentice to erect for us a dwelling, we may expect that the first storm will send it tumbling about our ears. If we employ those who are unqualified to conduct our schools, we cannot expect anything but disappointment and a miserable failure, as the legitimate result. I do not make these remarks in a spirit of railing or complaint towards the teachers of our common schools. They know the evil, but have no present and efficient means of remedy. They would agree with me in the sentiment, and, as a class, be more anxious for reform than any others. Nor do I speak of all, for there are hundreds of faithful and well qualified teachers in Missouri, who are doing a noble work for the present and coming generations. Yet the fact I have stated is patent to all; the great and radical defect of our school system is the lack of well qualified teachers to carry out its wise designs.

How is this deficit to be remedied? Common sense and the educational experience of the civilized world during the last hundred years, point to a single agency as an only sure reliance in this emergency. I allude to the establishment of Seminaries whose distinct speciality shall be the training of teachers, both male and female, to supply the schools of the State. - As I treated this subject at considerable length in my last report to the State Legislature, I will not enlarge upon it here. I will simply express my honest conviction, that until such an institution is

established, for the purpose of preparing from amongst the youth of Missouri, a class of efficient teachers, our school system will not accomplish one-half that it should. I will also add my confident hope and belief that the approaching session of the Legislature will consummate this noble work. Public sentiment is not only awake upon this subject, but so far as I can learn, is warmly in its favor. If the County School Commissioners and teachers, who are best acquainted with the wants and defects of our system, should express themselves on the subject, I believe that nine out of ten would vote for the immediate establishment of a State Normal School.

As an auxiliary in the work of increasing the qualifications of teachers, and in connection with a Normal School, a most efficient agency is the Teachers' Institute. With a Normal School at the head of the system, giving a new social status to the whole profession, and demanding a higher standard of qualification amongst all its members, there would be no difficulty in securing the attendance and active coöperation of teachers at these institute meetings. They would see that a higher standard had been fixed, and all must come up to it or run the risk of losing their occupation. As the matter now stands, many of the young and inexperienced teachers who would be most benefitted by attendance upon these meetings, are the very ones to stand aloof from their influence. I am happy to note a decided increase of interest in this means of educational reform. Teachers generally seem to be waking up to a higher appreciation of their noble calling, and in some counties where the Teachers' Institute has become well established and the people have had time to observe its workings and practical utility, they are loth to employ a teacher who will not coöperate in so noble a means of mutual improvement. In this connection I cannot speak too highly of the good results likely to flow from the educational tour of the State that has been commenced by the worthy agent of this association. His long experience as a practical and successful educator, and his general acquaintance throughout the State, give him the ability to furnish aid, and to exert an influence for good, possessed by very few individuals.

Thus I have alluded very briefly to the past history and present working of our school system. What shall be its future? Members of the State Teachers' Association, this momentous question must be answered by us and our successors. The field of our operations is wide as an eastern empire, and is fast filling up with a population as mixed in its character as the tribes and tongues of earth can make it. The north, east, and south are daily pouring in upon us, and now comes a resurgent wave of population from the base of the Rocky Mountains. Our State has already become the thoroughfare of nations, and the living tide that is constantly rolling through our borders upon the railroads and rivers, can no more pass without leaving some of its waifs on our shore, than can the turbid Missouri flow through to the Gulf without leaving on its margin the debris of the mountains, and the soil and forest trees of States and Territories lying still beyond us. The multitude are coming, coming, and the cry is "still they come." What shall be done to mingle and harmonize the contending and conflicting nationalities that are rapidly growing up in our midst, and make of these diverse elements a homogeneous people, a great and powerful commonwealth? This work must be done not in the halls of legislation or courts of justice, but upon the floor of the unostentatious country school house. Our children must be educated together, and as they grow up to the estate of men and women, they will act together, and act for the good of all. You and I, Mr. President, and all of us, must have our share in this great work. Let us go about it like living, earnest men, who not only know their duty, but are willing to perform it. Let us aim at the perfection of our system, and not be content with half way measures, or

half performed labor. If the pecuniary emoluments are small, your humble stipends will be increased by the consciousness of doing a great and glorious work, and the fullness of your reward shall come when future generations rise up to call you blessed.

For the Missouri Educator.

EVILS OF OUR COMMON SCHOOL SYSTEM— NORMAL SCHOOL.

Much has been said and written by numerous friends of the cause of education in Missouri, and very many good hints and practical suggestions have appeared from time to time in the columns of the EDUCATOR, emanating from the pen of those whose long service in the ennobling profession of instructing the rising generation entitle them to much weight and consideration. Prompted with the most laudable philanthropic impulses, they have urged the necessity for the establishment of Normal Schools in the State of Missouri, with the wise design of supplying the common schools with a corps of competent teachers throughout the State. Admitting the necessity and conceding all that has or can be said in its favor, it may be well also at the same time to consider some other important features connected with and wholly inseparable from the gist of the subject; though strange to say, nothing, or next thing to nothing, has yet been done to render the common school system anything like perfect,—what, or how adequate the means to be provided to consummate the work. It seems strange that men should have gone to the records and statistics of nearly every other State in the Union, and traveled from thence to Prussia, and all Europe beside, and never once inquire or suggest anything on that part of the subject; the present State aid being in most cases wholly inadequate for the support of the common schools, let alone Normal Schools.

Amongst a great number, we take up the article of Y., a correspondent of the *Illinois Teacher*—copied into the September number of the EDUCATOR. Towards the close of the communication, he speaks of the qualification and moral habits of teachers with much emphasis. There is a great deal of truth in his statements; but strange to say, he, too, like his predecessors in that line, fails to demonstrate any means of remedying the evil, or to illustrate any absolute form or way of effecting a practical reform. He dwells upon the requisite "moral strength and unimpeachable morality and christian principles of teachers, and respect for church-going communities," as being the all-absorbing and exclusive requisites, just as though these very essential requirements were the one thing only needful. There is one positive and undeniable fact he has either forgotten or failed to notice,—one which, if he had explained, would have thrown much more light upon the whole subject of complaint; and that fact is the smallness of the number of christians (apart from school teachers) who are worthy of the name, since the fiftieth or hundredth part of all the religious societies combined can hardly raise one practical christian from among their ranks. Or why is it that of the whole army of christian preachers, who also are teachers of many systems, that we behold in their children so many living examples of human depravity and immorality, to say nothing of the children of their church members, if possible, of a lower grade than those of the lowest unbelievers? Could it have been from a solemn conviction of these facts that that truly wise, great, and excellent man and philanthropist, Stephen Girard, in his last will and testament, in the endowment of his college, solemnly enjoined

upon his executors that no missionary, preacher, or other ecclesiastical teacher whatsoever should ever hold or exercise any station or duty whatever in, or be permitted to visit the college?

Now, I hold that if the common school system of Missouri is to remain as it is at present, and the Normal School System be established as an appendage thereto, the effect of doing so will be a base fraud and swindle upon no inconsiderable number of those who are to be educated in the Normal Schools as teachers, for the benefit of the common schools. Let us for a moment review the history and management of many of the district schools of Missouri, (nowhere officially reported,) and examine into their practical operation, and their potency for good or evil. In many districts a school teacher is regarded favorably by some as a necessary evil in their midst, by others as a curse and one of the seven plagues of the world, and of pretty much the same character as a Yankee or Jew peddler. If an applicant should be so fortunate as to obtain employment in a school district at the rate of fifteen, twenty or twenty-five dollars per month, he is retained for fifty, sixty, ninety or one hundred days at most, exactly long enough to consume the public school money; and not unfrequently, no matter how well qualified or unimpeachable the character of the teacher may be in all respects, an occasion is sought, by secret slander and ready pretext, made of either of the most trivial or totally false objection, for discharging him; and in most cases without open accusation or just investigation of any kind, he is sent adrift, rather than raise the private patronage sufficiently to compensate and retain a competent teacher, and the doors of the school house are closed against the poorer children of the district the balance of the year; and so ends the chapter of each school year. Now, shall the State of Missouri resort to the expedient of creating a snare to entrap the respectable and unsuspecting youth of our country, that otherwise would find more profitable employment without such degrading treatment, by establishing the Normal School System under the strong assurances of making them fully qualified to teach and govern the common district schools of the State, with the certainty that they will meet with the fate of their predecessors? In too many of the school districts, indeed in most cases, the district schools are not visited by the County School Commissioner once in three years. While I shall always advocate a public school system of education in preference to private schools, colleges, and academies, yet at the same time, rather than perpetrate so gross an outrage on the innocent rising teachers of our State, by establishing State Normal Schools for the benefit of the present common school system, the latter must first necessarily undergo a thorough reformation with the view to maintaining the moral independence and dignity of the teachers employed under it, and above the level of chicanery and private intrigue.

To return to the main subject, with the view of directing my remarks to matters pertaining to our common schools, and of permanent importance to every citizen of the State. To every father, and particularly to every mother, I would first ask, what is the plan or system of education at home? for upon that, depends all,—*all*, EVERYTHING. How many children of christian parents have learned the ten commandments? Take up the history of every intelligent child of Adam, and particularly those of the great and good men of the United States, and see how much a mother's influence wrought in their destiny. Though born almost in a state of destitution, they struggled and wrestled hard with poverty all their exemplary lives, and were able to give their offspring very little more than a knowledge of the existence of such a thing as a spelling book; yet see if you cannot find that something was taught by them to their children, still, worthy of being taught by you to your children, *at home*, as well as at your district school house. It is to little purpose that you send your children to a stern, strict, moral, and reli-

gious district school teacher, and that your children are instructed in all those principles of morality, with the ordinary school studies, if at home, by mismanagement, misgovernment, and lack of moral instruction concerning habits of sobriety, industry, obedience, respect for superiors, etc., they are unrestrained, and permitted to glut their tastes in all manner of excesses, and thus to undo what is done for them at school; for if they have not learned these better things at home, you had better keep your children at home. One good result will be, that they will be less liable to contaminate the other scholars, save endless vexation and annoyance to the teacher; and besides preventing the district school from being interrupted and broken up, the peace and quiet of the neighborhood will not be disturbed on their account.

To illustrate more forcibly my remarks upon the subject of common schools, in their practical operation, and to point out evils on the other side of the question to what has already appeared in the columns of the *EDUCATOR*, I will briefly state the history of one district in evidence, for the benefit of your readers. In one of the most prominent counties in the State, from repeated acts of wrong, a district school has very nigh been murdered, by the acts of a single citizen of the district,—Captain B,—who acted as trustee, and President of the Board of Trustees of school district No. —, school township No. —, from the year 1854 till 1858. Being a man of some means, and displaying all the external appearances of wealth, and actually laying claim to a superiority of person over his neighbors, together with similar pretensions, although there were sometimes two other trustees in the Board,—yet frequently there was but one, and more frequently the captain, from reasons aforesaid, or some others not yet very clearly known and understood, acted without the knowledge or consent of any of the other two trustees,—he executed but one official bond, and, though annually elected, took but one oath of office during the whole three years' service in office. Being a member of a church, he considered that fact, as many often do, a sufficient obligation for all other necessary and needful purposes. Out of the enlarged charities of his heart, he gave one acre of land for a school house lot, and dedicated it to that purpose, so long as a school house should remain thereon, and no longer. The site was located a quarter of a mile from his family residence, and under his supervision a frame school house was constructed in the roughest manner, and with the worst adapted furniture was palmed off upon the citizens of the district at the cost of about \$550. The captain next employed a teacher of an immoral character, and without the necessary certificate, at a salary of about \$1,000 per year, for ten months' service, principally at the expense of the citizens of the district. The captain made a bargain with the teacher to board in his family at the rate of about \$200 per year. He next employed a teacher of good capacities at a less salary, making a bargain with him also that he should board in his family; but from the price of board charged against the teacher, with limited patronage, the teacher was compelled to seek cheaper board elsewhere in the district, and changed his boarding house. This one act proved fatal to the district school, as well as to the interests of the teacher, as soon after, without any just cause or provocation, the captain gave the teacher his clearance papers. The next teacher he employed was retained but three months; the great objection against him probably grew out of the fact that he was a resident citizen of the district and boarded at his own instead of the captain's house. The next teacher employed was retained but fifty-two days. The school then died out from a lingering consumption and want of private patronage, although there was at the time about forty scholars in the district. The balance of that year the district was designedly left without the services of a teacher, mainly with the view to draw the public funds of that year to replenish the captain's purse, on account of teachers' wages, and during all this period,

from 1854 till 1858, not a solitary text-book was provided for the district or the teachers; the school house lay open and exposed during the whole winter, and literally became tenanted by the hogs of the neighborhood! whose discordant dialect seemed singularly, but very appropriately, to mock the "christian feeling and moral strength" of the captain and some of the citizens of the district. Is it to subserve these base purposes and practices, and for the maintenance of them, that State Normal Schools are to be established? Or will the present common school system be entirely remodeled? Give us at least something more worthy of the cause to hope for in the future. In connection with the foregoing cases, the captain's children, who were sent to the district school, under all the circumstances, claimed and exercised exclusive privileges, and exemption from chastisement. This partiality alone is a complete barrier against any substantial good or legitimate blessings growing out of any educational institution, public or private, and under the school law of this State, while it requires duties at the hands of every teacher, it nowhere invests him with the shadow of authority to enforce any rules of school discipline whatever! Nor can he legally exercise or enforce the obedience of his scholars to his discipline without rendering himself liable; nor will the trustees, in ninety-nine cases out of a hundred, prescribe any rules or authority for the guidance of the teacher!

During the present year a resident teacher was employed for the same district. The captain, with his usual ostentatious display, sent five of his children as pupils; and very soon after the evils formerly complained of by many of the citizens of the district, in the way of partiality and exclusive privileges, made their appearance in the captain's children, claiming under them by right of sufferance by former teachers, which the present teacher immediately rebuked openly in the school. These privileges by sufferance soon after appeared to have a very wide range, as evidenced in the fact that one day during school hours a lad about nine years old came into the school house laboring under the influence of intoxication, while an older brother, also a pupil, was in the same condition, but had prudence enough to remain outside. Add to this fact that a sister of those boys, a girl fourteen years of age, also a pupil, together with her brothers, alternately brought to the school house, in their pockets, a deck of cards, and during recess, and at the dinner hour, played games secretly at a distant spring, at the time unknown to the teacher! What renders this case most horrifying is the deplorable fact that those practices were long before well known to their professed christian mother, who made little or no effort to put away the sin from before her eyes, or that of the world. At a subsequent date two of the children, one of whom was beastly drunk, asked the teacher if he would go to a church meeting in the vicinity, who, in a friendly way, intimidated to them that under the circumstances a church meeting was no place for them to go to. They reiterated the remarks of the teacher to their father, who, without inquiring of the teacher the grounds upon which the remarks were made, and without any other cause whatever, manufactured capital out of the suggestion by withdrawing his children from the school, and circulating a rumor amongst the patrons of the school "that the teacher advised his children not to go to church," as the principal reason for his so doing.

Now in such a case as the above what good effect, or what lasting good impression, can the influence of the most unexceptionable teacher "of great moral strength and christian principle" produce upon the minds of such a family of children or scholars? Brought up as they are at home; skilled in all manner of cunning and deceit so early in youth, and long inured to vice and dissipation, and rendered respectable by the willing blindness of their parents; and to crown all, cloaked under the garb of religion! surely at the bar of God, the Righteous Judge

of all the earth, the Searcher of all hearts, and from whom no secrets are hid, those parents will have to answer to a long and dark catalogue of crimes, some yet uncommitted, and therein literally will the truth of Holy Writ be verified, in that solemn decree: "I will visit the sins of the fathers upon the children unto the third and fourth generations of them that hate me, and show mercy unto thousands of them that love me and keep my commandments." There is in the above brief outline history of matters connected with the practical operation of common schools in Missouri, matter sufficient to occupy the mind of the citizen, legislator, and the philanthropist, on the subject of educational reform.

Hitherto the articles which have appeared in your excellent magazine have been partial, if not altogether *ex parte* on the subject; and from feelings of duty, as well as a strong desire to contribute something in the way of reform, I have attempted fairly and impartially to submit to your readers facts upon the other side of so momentuous a question; and in this spirit it is humbly offered to the consideration of every reflecting mind, not wholly blind with prejudice.

PHOENIX.

INTERESTING LETTERS.

The letters below, written in response to invitations to attend a meeting of teachers in Jefferson county, have been furnished to us for publication. The interest exhibited by men distinguished for their success in the literary avocations of life, and their cordial endorsement of a work, in the accomplishment of which County Institutes are designed to assist, cannot fail to encourage those engaged in laying the intellectual and moral foundations of society; while much that is said in this correspondence on the subject of education is pertinent, forcible and impressive. We commend the letters to the attention of our readers:

FROM HON. TRUSTEN POLK.

ST. LOUIS, August 23d, 1859.

Dear Sir: In answer to your favor of the 18th inst., announcing to me that a Teachers' Association for Jefferson county has just been organized, and also that it is opposed by some, I have to say, briefly, that I know nothing of the circumstances surrounding your association, but presume, of course, that its great object is the advancement of the cause of education. I need not assure you that that object is one I deem in all respects commendable and worthy of the countenance and efforts of all patriotic citizens. My past course in life has been based on that conviction. No association which has for its aim the intellectual and moral improvement of the youth of our State ought to be allowed to languish for want of support. Those who are children now, in a very few short years, will be the grown up men in whose hands will be the management in church and in State—the control of things socially and civilly. How important, that by proper training, they should be well qualified for the proper discharge of the high trust. I bid God speed to every association and to every effort that may in any degree tend to this grand achievement.

I am truly, yours,

JOHN L. THOMAS.

TRUSTEN POLK.

FROM THOMAS C. FLETCHER, ESQ.

St. Louis, Aug. 31st, 1859.

Messrs. FORD and NEEDHAM,

Committee Jefferson County Teachers' Association :

GENTLEMEN: Up to the present time I have indulged the hope that I would be able to accept your invitation to address the association at its next meeting; but I now find that my engagements are such that I will be compelled to deny myself the pleasure of being present on that interesting occasion.

I cannot forbear to add, that it is a source of no inconsiderable regret to me, that I cannot mingle my voice with yours in the first public appeal in behalf of education made to the people of my old home. The vivid recollections which I still retain of my boyhood struggles for a most crude and imperfect knowledge of the most common branches of an English education, in the vicinity of your place of meeting, make me feel that I would delight "to wreak my thought upon expression" in imploring for you the combined aid and assistance of the people of Jefferson county, in giving to their children a good education, and in impressing the youth with the importance of diligence in the improvement of the golden opportunity which presents itself for the acquisition of knowledge.

I cannot express in a manner too unlimited my approval of the objects of your association, so far as I have been made acquainted with them. The charge you are fulfilling is of that solemn importance to the youth confided to your instruction, that may well call for a consultation, and elicit discussion and an interchange of opinions as to the most efficient mode and manner of imparting instruction.

Accept, gentlemen, on the part of your association, my most earnest wishes that your efforts may meet with a proper appreciation, and result in a success equal to your most sanguine hopes.

Very respectfully,

THOS. C. FLETCHER.

FROM T. J. HENDERSON, ESQ.

JEFFERSON CITY, Mo., Aug. 23rd, 1859.

JOHN L. THOMAS, ESQ.:

Dear Sir: I am in receipt of your kind favor of the 18th instant, in which you inform me of the organization of a Teachers' Association in Jefferson county, whose first session is to be held at De Soto on the first and second days of September next. I am truly glad to learn that the teachers and other friends of education in your county have taken this important step. In my humble opinion, nothing is more needed in Missouri,—nothing is more imperatively demanded by the exigencies of the times,—than a thorough awakening on the vital subject of popular education, and an equally thorough organization, for the sake of associated effort, of the liberal, large-hearted men and women who desire our State to assume her rightful place in the van of advancing and conquering civilization. It is a trite but true saying, that our government, State and national, depends for its perpetuity upon the education and consequent intelligence of the people. Without this education and intelligence, our form of government is the very worst that could be conceived. The severest despotism would be infinitely preferable. This great truth has become axiomatic, and we all yield credence to it as readily as to the simplest propositions in mathematics. But alas! it too often shares the fate of other great truths, in that while all acknowledge it, and all assent to its importance, but few comparatively, in all the land, seem to fully realize it, and allow it to prompt and sustain proper efforts to guard the country from the evils induced by neglecting it. Unfortunately, subjects of minor impor-

tance, such as the political issues of the day, the extension of commerce, the triumphs of the arts, liberal and mechanical, together with the zealous and energetic pursuit of the various ordinary vocations of men, so exclusively engross the time, talents, and sympathies of the better educated citizens of our country, that the great field of patriotism and philanthropy upon the proper culture of which depends all the others, is overlooked or forgotten. Believing that such is the case, and being fearful, moreover, that if our own beloved State were brought to the test of a comparison with others in an educational point of view, she might not retire from it with honor, I cannot but rejoice at such auspicious measures inaugurated in Jefferson or any other county. I know of no agency better calculated than a Teachers' Association to arouse the too dormant sympathies and energies of a community in regard to the training of youth. I have witnessed its effects in several instances with astonishment. I have seen whole communities awakened by this means to a lively sense of the imperfect, inefficient, and unsatisfactory manner in which their schools were conducted. I have seen teachers who bowed their heads with shame when forced to acknowledge their profession, and who, after attending a few associations, became duly conscious of the true dignity and honor of their noble work. Others I have seen who, from intercourse with their fellows, obtained in this way, abandoned the listless, objectless, and fruitless manner of teaching to which they were formerly habituated, and with rapid, progressive strides they are now nearing the goal of perfection in their business. And I have seen that great, anomalous absurdity of modern times, namely, that the shabbiest man or woman in a community "will do" to teach school, exposed and scouted, owing to the beneficent workings of intelligent associated effort among teachers. Such happy results have, so far as my observation goes, usually attended the formation of Teachers' Associations; and I feel assured that the community which encourages things of this kind is on the right track, and will, sooner or later, contribute its quota of benefactors to the human race. May God speed you, then. May the Jefferson County Teachers' Association run successfully the race of love, of philanthropy, and intelligent reform which may be before it. I would like much to be with you at the time mentioned; but the pressure of other engagements renders it impossible for me to attend.

With the highest esteem, I am your obedient servant,

T. J. HENDERSON.

FROM HON. E. B. EWING.

JEFFERSON CITY, Aug. 30, 1859.

J. L. THOMAS, Esq.:

Dear Sir: This will be handed to you by Prof. J. L. Tracy, a gentleman who has spent half a lifetime as a practical and successful teacher; and is now engaged in the arduous, but most important work of visiting different sections of the State, to confer with teachers and friends of popular education, assist in organizing and conducting Teachers' Institutes, endeavoring to elevate public sentiment on this all-important subject, and infuse more life into our common school system. I cheerfully and earnestly commend him and his noble mission to yourself and those associated with you.

You were right in supposing that I would feel interested in your present movement to improve the condition of schools in Jefferson county. The thorough education of our children is the only guaranty of our future prosperity and happiness as a people. To accomplish this, we must have good schools; and to have good schools, we must have faithful and well qualified teachers. The most effectual agency for the improvement of teachers which we now enjoy, is the voluntary associa-

tion,—such as you propose to inaugurate; where the teachers of a county can meet together from time to time and spend one or more days in practical exercises for their mutual benefit.

We look forward earnestly and hopefully to the establishment of a Normal School, which experience has proved to be the most efficient of all agencies in this work. Till then, and afterwards, we must have recourse to the principle of voluntary association, and teachers must learn to help one another.

Wishing you abundant success in your proposed meeting, and in the future educational affairs of your county, I remain,

Very respectfully yours,
E. B. EWING.

For the Educator.

THE TEACHER AND THE MAN.

I once heard a teacher of some note boasting of the shrewdness with which, on various occasions, he had been able to palm off on his patrons or pupils real ignorance for genuine knowledge,—assuming to understand, and seeming to be wise rather than to be thought ignorant of the subject in question; and I have seen many who appeared to think, that to acknowledge or admit themselves in error or at fault in the presence of their scholars, was disgraceful in the extreme and never required. The arguments in favor of such a course were, that it was necessary to the dignity of their office; to yield a point would be to admit one's deficiency, and thus lose the confidence of the instructed. The instructor must retain this confidence; therefore his word must be received, not only as law, but as gospel also.

I have known a teacher, who had not the dignity and power to silence a class, when fairly taken in the wrong, rather than recall a word carelessly spoken, argue till his face was discolored, and his mind dis-tempered; exasperated and galled at the thought of defeat, losing for the time a regard for *truth* even, endeavoring "to make the worse appear the better reason," to prove white black, or black white. Or, if by dint of browbeating and the storm and confusion of words he was able to put to silence those accustomed to be taught, gained in his own mind a very *doubtful* victory, and was left to fear lest in the opinion of the class he had—not in the scripture sense—*conquered*, or demolished *himself*.

If the teacher, above all other classes of men, must have the reputation of infallibility, he must never, in the first place, be *guilty* of errors or mistakes; then he will have none to defend or acknowledge. But if on the other hand, he calls himself a *man*, let him act a *manly* part. If he is clearly in the wrong, let him not deny it. We all love our own opinions, but we are conscientiously bound to regard the opinions of others, if we would mutually improve, and the *truth* is what we want. If the *reputation* of any teacher or the *confidence* of his pupils is to be obtained by the display of the sham for the real, the former is not worth having and the latter is not deserved.

There is a conscious integrity, frankness, nobleness of heart, and earnestness of purpose which will gain the respect of the young wherever the young are found, and with these qualifications a teacher will not seek to *occupy* a situation which he cannot *fill*. The substitution of "*brass*" for *brains* is a poor one, and by far too common in the school-room. We would rather have our community educated under better

influences. We do not like the example; the qualities of pompous bigotry do not need to be cultivated, even in the nineteenth century.

How often do we hear it said, "this man is pedantic," or, "he has the air of a pedagogue." What does it mean? That here is the manifestation of some *agreeable* quality? We are obliged to reply in the negative. I think it is often but too true, that the teacher is easily designated by his manner of self-assurance, by his positive statements, and biased, narrow, and dogmatic views. Perhaps by some his vocation will be claimed to be favorable to this result. We do not see how any one has the right to surrender up his manhood for the sake of being a teacher; and in our opinion, if the two cannot go together, the individual is pre-eminently fitted to be—*neither*.

I must myself confess that I have thought I should hardly dread any death so much as that of a *superannuated school teacher*, judging from specimens of that class I had frequently seen; and in some way the idea got into my head when a mere child, and I am afraid it will always haunt me in some degree. However unjust and partial this view may appear, I have found others who had quite as strongly embraced the same; and that there is something decidedly wrong somewhere, is seen in the fact that many of our best young teachers soon leave the profession, lest, as they say, they should be unfitted for anything else; and the time, it seems, has not yet arrived in the progress of the world when many young men of talent, so called, think they can *afford to die* in this profession.

Fortunately, however, the want is not so much of *great men* as *true men*. That the two qualities have been combined in a large number of our life-consecrated educators, is cheering to all friends of this national—*ay, universal* cause. And the departure of a great educator—as we have seen in the case of the late Horace Mann—fills a nation with mourning, and opens up springs of gratitude which shall flow while hearts shall beat and minds need instruction. The fame and influence of such a man—a benefactor of his race—is far more desirable and enduring than that of statesmen or conquerors,—of kings or princes; yet this influence and full power is often for a time unseen. It is silent in its operation; yet, however slow of growth, it is the surest of all in the harvest.

L. C. J.

OSAGE COUNTY TEACHERS' INSTITUTE.

STRONG POINT, Osage Co., Mo., Oct. 15th, 1859.

EDITOR OF EDUCATOR: The Osage County Teachers' Institute held its second meeting at this point on the 13th, 14th, and 15th of October, and towards the close of the session considerable interest was manifested.

The Institute adopted the "plan" proposed by Prof. TRACY for holding a "School Fair" next year, and proceeded to secure the requisite amount of funds, which was accomplished.

J. K. Kidd, J. A. Miller, and R. R. Sankey were appointed a committee to draft a set of "rules and regulations" for the government of said "Fair."

The following resolution was introduced on the second day of the session, discussed and laid on the table until to-day, at 9 o'clock, when it was taken up, discussed, and finally adopted. It is a strong move in the right direction.

Resolved, That the several "Boards of Trustees" for school purposes within the county are most respectfully, but earnestly, requested not to employ any person to teach school unless the applicant for the situation of teacher is a member of this Institute, or of some other Teacher's Association, or will pledge himself to become a member as soon as practicable.

An informal conversational discussion was then indulged in, in reference to text-books, but no decisive action taken, and the subject was postponed to the next meeting. However, the preference seemed to be given to Ray's Arithmetics and Algebras, McGuffey's Series of Readers, and Webster's Dictionary.

Quite a diversity of opinion was exhibited on the subject of text-books in grammar and geography. Other text-books were not brought to the notice of the Institute.

A. J. Seay, President of the Institute and School Commissioner for the county, presented an essay on Natural Philosophy, which was read, and the thanks of the Institute tendered to him for his production.

J. A. Miller read an essay on Natural History. A vote of thanks was returned, and a copy requested for publication.

Essays will be read before the Institute at its next session, on the following subjects: Music in Schools, by M. M. Allen; School Government, by J. A. Miller; Orthography, by J. K. Kidd; Duties of Parents in regard to Schools, by J. N. Clark; Duties of Teachers, by G. F. Watts; Geography, by S. I. Matthews; Difficulties of a Young Teacher, by J. B. Matthews; Mechanical Philosophy, by A. J. Seay.

We hope friends from abroad will attend—particularly Prof. J. L. Tracy and Hon. W. B. Starke. The Institute numbers twenty-four members, and has a fine prospect before it.

Adjourned to meet in Linn, on Thursday, the 4th day of January, 1860.

J. K. KIDD,

Corresponding Secretary.

HOWARD COUNTY TEACHERS' ASSOCIATION.

FRIDAY, October 21, 1859.

Pursuant to previous notice, the teachers of Howard county assembled at Fayette, on the 21st evening of October, for the purpose of forming a Teachers' Association.

On motion, President A. A. MORRISON was appointed Chairman, and L. PULLUM, Secretary of the meeting for organization.

Prof. Lucky, in a few remarks, stated the object of the meeting.

Prof. C. W. Pritchett was introduced and addressed the meeting, after which,

On motion, Messrs. Pritchett, Lucky, Cameron, Trumbull, Mathis, and Tompkins, were appointed a committee to form a constitution for said Association.

On motion, meeting adjourned, to meet at 10 o'clock to-morrow.

SATURDAY MORNING, October 22.

Meeting met pursuant to adjournment.

Committee on constitution reported—constitution received, and, with amendments, adopted.

On motion, a committee was appointed to select subjects for discussion at next meeting.

On motion, meeting adjourned until 1½ o'clock, P. M.

AFTERNOON.

Meeting convened according to adjournment.

On ballot, Rev. W. T. LUCKY was elected President of the Association; J. H. JACOBS, Vice-President; C. W. PRITCHETT, Treasurer; and C. TOMPKINS, Secretary.

On motion, the Executive Committee made report, and the members were assigned their several parts, to be performed at the next meeting.

On motion, meeting adjourned, to meet at this place again on the last Friday in December, 1859.

CHRIS. TOMPKINS, *Secretary*.

CONSTITUTION.

ART. 1. This body shall be called the "Howard Teachers' Association," having for its object the improvement of its members in the science of teaching and the general advancement of education.

ART. 2. Its officers shall be a President, Vice-President, Secretary, and Treasurer, who shall be elected annually by ballot, and shall perform such duties as pertain to their offices.

ART. 3. At each regular meeting a committee of three shall be appointed, who, with the officers of the Association, shall constitute an Executive Committee.

ART. 4. It shall be the duty of the Executive Committee to select speakers and essayists, and make suitable arrangements for the regular meetings of the Association, and to call special meetings whenever it may be deemed advisable.

ART. 5. This Association shall be composed of the teachers, school officers, and friends of education in Howard county, who shall be elected by a majority of members present.

ART. 6. The initiation fee shall be one dollar, and there shall also be an annual contribution of fifty cents.

ART. 7. The meetings of the Association shall be held quarterly, at such places as may be selected by the Association.

ART. 8. All elections and questions shall be decided *viva voce*, unless otherwise ordered by the constitution.

ART. 9. This constitution may be altered or amended by a two-third vote of the members present at any regular meeting.

SIGNERS.

C. Tompkins,

A. D. Cameron,

W. T. Lucky,

L. James,

Miss Amelia Sanford,

W. Mathis,

J. M. Cameron,

O. A. Wolcott,

L. M. Trumbull,

A. C. Vandiver,

W. A. Singleton,

J. H. Jacobs,

C. W. Pritchett,

A. A. Morrison,

L. Pullum.

RESOLUTIONS.

Resolved, That the interests of education in Howard county will be promoted by the organization of a County Teachers' Association.

Resolved, That the annual meeting of the Association shall be held on the last Friday and Saturday in September.

Resolved, That the thanks of the Association are due the citizens of Fayette for the hospitality extended to the members of this Association.

Resolved, That the members of the Howard Teachers' Association consider the establishment of a State Normal School indispensable to the success of the common school system.

Resolved, That our Representative in the Legislature be requested to use his influence in securing a State Normal School.

Resolved, That the MISSOURI EDUCATOR, St. Louis *Republican*, and the Howard county papers be furnished copies of the proceedings of this meeting for publication.

NORMAL SCHOOLS NECESSARY TO THE PERFECTION OF OUR COMMON SCHOOL SYSTEM.

Below we give a couple of editorials relating to our common school system, which appeared in the *Jefferson Examiner* of October 22d and 29th. It may not be improper to say, that they were designed for publication also in the *EDUCATOR*. It is very generally conceded that much remains to be done in order to give to our common school system the desired efficiency, and to our common schools, both as regards mental and moral culture, the thoroughness which should characterize the instruction therein. With only here and there an exception, it is seen, when attention is directed to the subject, that Normal Schools are needed as a means to the improvements demanded. Public attention, therefore, cannot be too often called to the subject, nor the public mind too thoroughly aroused to the want which is so generally felt by those who have reflected thereon.

From the *Jefferson Examiner* of Oct. 22.

POPULAR EDUCATION IN MISSOURI—NORMAL SCHOOLS.

The true wealth of a State is not found in a genial climate, prolific soil, rich mines, and navigable streams; for with all these advantages she may be so poor that "none will do her reverence." The only true element of wealth is in the people that constitute a State; and this is not in the ratio of their numbers, but of their intelligence and moral worth. New York, with its three or four millions of people, has more real wealth than China, with its three or four hundred millions. The scale of valuation for land or productions, is always in exact proportion to the amount of cultivated intellect and moral worth. It is on this principle that every State or government finds both its duty and interest in the thorough education of its children. This principle has been fully recognized from the days of ancient Sparta down to the present time. Missouri placed it in her organic law when she said "schools and the means of education shall be forever encouraged in this State." The whole course and policy of our State Legislature has been in exact accordance with the same principle. From its first enunciation in the fundamental law of the State until the present time, it has been not only recognized, but warmly cherished and liberally provided for, in the course of State legislation. In addition to the proceeds of the sixteenth section, wisely set aside by Congress for this noble purpose, the State Legislature of Missouri has, from time to time, made such enactments as have secured an almost princely fund for the support of education. The annual income of the State, county, and township school funds in Missouri, is little short of a million dollars.

The great question at present is, whether this large outlay of means meets with a corresponding result. Does the million of money produce a million's worth of *light*? To this question there can be but one answer, and that is a *positive* negative. Where lies the defect? Is it in the people, the pupils, or the preceptors? Partly in the first, but mostly in the last. That there is too much indifference and apathy among the people, no one can question; but if they were ever so earnest in the matter, there would still be an almost insuperable obstacle in the way of

present success. We say insuperable, because a school without an earnest, efficient, and well qualified teacher, is a mere skeleton; and unless you can "breathe life under the ribs of death," but little good will come of it. The great and universally acknowledged defect of our school system is, the want of a sufficient number of well qualified teachers. This is no slander upon the educators of Missouri, for they would, with wonderful unanimity, acknowledge the same fact. With the exception of a few faithful and well qualified men, scattered here and there in the public and private schools, the great majority of the teachers in Missouri have neither a suitable preparation for the work, nor any permanent interest in its results. If, in the despotisms of Europe, they insist upon having the teacher thoroughly qualified for his business, how much more important in a country like ours, where the teacher makes the school, the school makes the people, and the people make the government.

Every one acknowledges the defect, from the State Superintendent down to the least informed amongst the patrons of the schools; but how is the defect to be remedied? If it was in any other department of human enterprise, there would be no hesitation in the answer. If we lacked for blacksmiths, carpenters, doctors, or lawyers, we should say, let the young men learn the trade or study the profession, and we shall soon be supplied. But in this most difficult and delicate of all pursuits, the training of mind, there is a strange notion amongst some that men are *born* schoolmasters, and need no special preparation for the work. But this false sentiment is fast dying out, and a nobler and better thought is taking its place. The sentiment is fast becoming universal that some adequate agency should be employed to prepare a class of professional teachers for the schools of the State. What shall that agency be? Will the universities, colleges, and female seminaries accomplish the work? They have not hitherto, and there is no reason to suppose that they can or will do it in the future. They have their special functions, and perform them, it is to be hoped, with good results to themselves and the community. But they were not established for the purpose of training teachers, and we might as well look to the law and medical schools for a supply, as to these institutions. What then shall be done to meet the crying necessity? Reason, common sense, and the united voice of all who are engaged in the management of our educational system, answer with a united voice, "establish some agency, found some institution, whose entire speciality, purpose, and power shall be devoted to the business of training teachers, both male and female, for the schools of Missouri." How can this be done? In a very simple manner, as it seems to us, and without drawing a dime from the State treasury. It is a generally acknowledged fact, that a considerable portion of the annual State school moneys is lost to the children by falling into the hands of unqualified, inefficient, and unskillful teachers. Six per cent. of this annual appropriation for the support of schools would be sufficient to sustain four or five Normal Schools, in different parts of the State; and these, placed in the hands of the ablest and most experienced educators, would soon give us a class of professional teachers, and give energy and vitality to the whole educational system of Missouri. Nothing, either, would tend more directly to foster and build up the high schools, colleges, and universities of the State. It would be purifying the fountain, and the waters that should flow from such a source would be "for the healing of the nation."

We have not time to elaborate this subject now, but will recur to it again. We will only add in this connection that the bill now before the Legislature for the establishment of a State Normal College, has commended itself to the approbation of the intelligent friends of the cause, and as we learn it is the purpose of its friends to incorporate in that bill a provision giving similar privileges and endowments (when

suitable buildings are furnished) to the four sections of the State, represented by the North-East, North-west, South-East, and South-West Agricultural Districts, we see no reason why it should not meet with immediate success.

From the Examiner of Oct. 29th.

NORMAL SCHOOLS IN MISSOURI.

We say Normal Schools, because there is one already in operation in St. Louis, for the purpose of supplying teachers in the city schools, and which has proved such a "splendid success," as expressed by the Board of Directors, that they would as soon think of giving up any other part of the system as this feature; and because another single institution could not begin to supply the demand for educated teachers. In our article of last week we intimated that there would be a disposition amongst the friends of this enterprise, both in and out of the Legislature, to have the bill so modified as to be of equal interest to every part of the State. The general features and provisions of the bill now before the Senate are unexceptionable, so far as we can see. It presupposes that some community, centrally and eligibly situated, will be disposed to furnish the necessary grounds and buildings, whilst the State appropriates for the support of a competent Board of Professors and Teachers, the sum of six thousand dollars annually, to be taken from the State school moneys, before apportionment. This will amount to something less than *two per cent.* of the amount annually distributed from the State school fund, or about *one and a half cents* deduction from the yearly apportionment to each child; and for this an institution can be put into successful operation, where tuition and text-books will be furnished to two or three hundred students, preparing for the important business of teaching. Considering that no small portion of the State school money is lost through the inefficiency of teachers, (for this will be conceded by every one,) will it not be good economy to use two per cent. of this money to make the remaining ninety-eight per cent. worth a great deal more to the people and their children, than the whole of it is now? If it was nothing but a hopeful experiment, in which the intelligent friends of popular education expressed great confidence, where is the man in Missouri that would grudge his cent and a half to see it fairly tried? But the Normal School is no longer to be viewed in the light of a doubtful experiment. All the enlightened nations of Europe, and more than half of the States in our great confederacy, have fairly tried the institution in its practical workings, and found it the only sure remedy for the defects of a system of public instruction.

But in Missouri we should not stop with provisions for a single institution of this kind. Whilst a central school of this description is established, let equal inducements be held out to the inhabitants of the North-East, North-West, South-East, and South-West quarters of the State; and whenever, in either of these sections, they are willing to furnish means for suitable grounds and buildings, let the same amount of endowment go to each institution thus established. This was the policy pursued in Pennsylvania, and the result is that they now have at least three well conducted Normal Schools, and will, after a few years, be able to supply the demand for teachers throughout the Commonwealth. Let the first or central college open its doors to the youth of the whole State, and at the same time, let equal inducements be offered for the establishment of similar institutions in the districts indicated above. This course, whilst it will inaugurate the system at once, will leave the different sections of the State to adopt it at their pleasure. There will be no danger of our overdoing the matter, for it will be entirely in the hands of the people, and when they determine that a small per cent. of

their State school moneys can be so expended as to make the balance fully available to their children, there need be no cause of complaint.

We have now a million of people in Missouri, and this million will soon be doubled, for immigrants are pouring in from the east, north, and south, and already a resurgent wave is setting back upon us from the base of the Rocky Mountains. From the position we occupy as the central State of the Great American Republic, it behooves us to see that we have a thorough system of education that will reach every child within our limits. We have now about five thousand nominal teachers in Missouri, not more than five hundred of whom are devoting their energies and their lives to this great calling. Of the remaining five hundred, who are teachers to-day, a large portion will be something else to-morrow. In a few years we shall need ten thousand professional teachers. Is there any danger of making the supply greater than the demand? In those countries where they have enjoyed the greatest facilities in this way, and have made the largest provision for Normal institutions, they have never been able to furnish a full supply.

But some one may say that our universities, colleges, and female seminaries should do a fair portion of this work. We are willing to award to them all the ability they possess, and give them credit for all they can do. We are glad to see them open Normal departments and do all in their power to forward this cause; but it is worse than folly,—it is madness,—to look to them for a supply of teachers. They will do just what they have been doing in this matter for years past, and that is pretty nearly nothing at all. Where can you find a graduate of the State University, or of any of the colleges in the State, who is willing to accept the presidency of one of the "people's log colleges?" And even if they were disposed, their course of study is but illy adapted to fit their students for such a calling. Whilst they have been plodding through Latin, Greek, and the higher mathematics, they may have sadly neglected the study of their own language, or those other branches that lie at the foundation of a good English education. Not one in a hundred of all the graduates of our colleges and female seminaries is fitted by choice and qualification for the honorable position of teacher in a district school. These institutions are doing their legitimate work; God-speed to them all. But they will do no more towards furnishing a class of professional teachers for the schools, than they will towards raising up a generation of seamen or soldiers. Their graduates are nearly all absorbed in the learned professions, the whirlpool of politics, or the circles of luxurious ease, wealth, and fashion. If it is of more importance to the welfare of the State to thoroughly educate the whole multitude of the children, than a small class of professional men, let us provide the means for such a work.

Respecting the propriety of making the Normal School an attachment to some other institution, expecting it to do two kinds of work, and do them both well, we will offer but a few remarks. Such an arrangement has been tried perhaps twenty times in this country and in Europe, and the result has been a signal failure in almost every instance. Millions of money have been expended in experiments of this kind, and resulted in nothing better than disappointment. It is not strange that this should have happened, for there is no adaptedness in a college course of study to fit a youth to discharge the duties of a teacher; nor can there be any sympathy or congeniality between a class of students who are candidates for A. B. and those who are candidates for the district school house. In this country the objection has peculiar force, for those youth of our State, both male and female, who would prepare themselves for the business of teaching, have generally enjoyed but slender opportunities of education. A Normal School in Missouri must not only instruct in the theory and practice of teaching, but its students must be thoroughly trained in all the branches of a common school course. Not

only this, but they must be taken into the higher cognate branches of science, for every one should know much more than he is required to teach. If we would have the youth of our own State, both male and female, qualified to teach our children, we must provide a distinct agency for that purpose. Common sense and the world's experience point to the Normal School as the only successful agency of this kind that has yet been discovered.

The question is sometimes asked whether the students trained in these institutions will not be likely to forsake their calling for some other. Not as much so, we imagine, as lawyers and doctors, for in these professions many wealthy young men are educated without any design of putting their knowledge into practice. By selecting those who have proper talent and fitness for the business of teaching, and giving them an opportunity to prepare for the work, there need be no fear of desertions. The very fact of such a provision for the education of teachers would serve to ennoble the calling and make it honorable in the estimation of all classes in the community.

This leads us to allude very briefly to the legitimate influence of such an institution upon the educational interests of the State. The first effect of establishing Normal Schools in Missouri would be to elevate the whole system—lifting it fairly into the light, and giving it fresh vitality and efficiency. Both the people and teachers would learn to place a higher estimate upon this almost sacred calling, and "schoolmaster" would cease to be a term of reproach. The teachers already in the field would see that a higher standard of qualification was demanded, and would readily use all the means in their power for mutual improvement and advancement. County associations would be not only formed, but attended, and the teachers would gladly assemble from time to time for the purpose of assisting each other and benefiting their several schools. In this way, a Normal School would at once send its electrifying and vitalizing influence into every county of the State; and when afterwards the graduates went forth upon their noble mission, they would intensify, extend, and perpetuate the good influence already commenced.

With regard to public sentiment on this subject, we have heard scarcely a note of opposition, and we believe that whenever the matter is candidly and carefully examined by the people, there will be no opposition, but a hearty concurrence in a measure of this kind. We learn from those who have had good opportunities of learning public opinion, that there is a general expression in favor of such institutions, especially if so established as to afford equal benefit to the different sections of the State. Amongst School Commissioners and teachers, those who are brought into daily contact with the evils of our educational system, there is a singular unanimity in favor of the enterprise. Even amongst the poorest teachers the same sentiment prevails, because they see in it something calculated to give them a better social position, and hold out objects worth striving for. The people themselves, who are the most deeply interested, if they examine the matter in its true bearings and relations, can have but one opinion as to its beneficial results. The enterprise should not be regarded as a rude invasion or disturbance of our school system, but simply as a readjustment of its parts, making that available and truly valuable which was previously subject to great loss.

As to the economy of the matter, it can be demonstrated to any candid, reflecting mind, that institutions of this kind, well conducted, although they should cost six or ten per cent. of the annual school moneys, will make the balance of more value to the people than the hundred per cent. was before. But this is not the only point of economy. By training a class of teachers from the youth of our own State, we shall be relieved from a state of dependence on those from other parts of the Union, and thus save at home a half million of dollars annually which

is now employed in paying teachers from abroad. We have not a word to say against these teachers, but we owe it to the youth of our own State, of both sexes, to give them a fair chance to occupy these positions of usefulness in the community.

Another source of economy in Normal Schools is, that they would ensure a real uniformity in text-books for the schools of the State, and thus save to the people an amount more than sufficient for their support. A good work is going forward on this subject at present, but the agency of Normal Schools would give thoroughness and permanency to the enterprise.

But we have already extended this article beyond our proposed limits, and although we have barely hinted at some of the important points, yet we trust it may set others to thinking and writing on the subject. The more it is discussed, the more friends it will have.

SCHOOL GOVERNMENT.

We take the extract below from a sensible article on "School Government," contributed to the *Bates County Standard*, by "D. D. D." The suggestion in another portion of the communication, that parents ought to visit the schools attended by their children, we are glad to see made through the country news press. It is significant of "a good time coming," when the newspapers of a country enter into the discussion of matters pertaining to its school interests, as many in our State are beginning to do:

But it is not my intention in this article to say, *what* this system should be; suffice it to say, that in my opinion "moral suasion" is the true theory of government, and will undoubtedly be sufficient in most cases; but I agree perfectly with the wise man, Solomon, when he said that the rod was intended for the fool's back. The object of the present article is to suggest to parents a few ways in which they can cooperate with the teacher in the management of his school, and thus in a measure lighten the task, which any sensible man knows to be sufficiently onerous with their cooperation.

In the first place, then, the parent can aid the teacher in the management of his school, by teaching his *own* children obedience at home. A child who is properly governed at home, needs but little government at school. Many persons who find it impossible to govern their own children, are very quick in detecting flaws in school government. They forget that while *they* have but three or four to govern, (and make poor work at that,) the teacher has thirty or forty to deal with, of all sorts of dispositions, and all kinds of training. "People who live in glass houses shouldn't throw stones."

In the second place, if *they* are unable to secure the obedience of their children, and the *teacher* succeeds in governing them, if their children come with complaints against their teacher, they should not sympathize with the rebellious disposition of their children, and take *their statement* as true, without any investigation. This is the surest way possible to destroy all government in school. If they will take their child and go to the instructor, and in the presence of the child inquire into the matter, they will, in nine cases out of ten, find that no injustice has been done the child, but that he is impatient of restraint. He has always had his

own way at home, and wishes to have it at school, and because he is foiled in this, he thinks himself misused.

But even if they find the child has not been treated exactly as he should be, if they are true to the interests of the school, true to the interests of their children, they will not countenance the conduct of the child, but heartily cooperate with the teacher. We are all imperfect beings at the best, and teachers are liable to err as well as others; but should they be condemned as teachers because they *sometimes* err in judgment? Let parents ponder this.

CHARLEY MASON'S WATCHWORD.

BY COUSIN NICELY.

One frosty morning in autumn, as Mr. Jones, the carpenter, was going with his men to work in the town of Ashby, he met, just at the entrance of the town, a pale faced, thinly clothed boy, who, after looking at him earnestly for a moment, asked, "Are you a carpenter, and do you wish an apprentice?" "Well, I don't know; what's your name my lad?" said the carpenter with a kind smile.

"Charles Mason," was the answer. "And where is your home, Master Charley?" continued good Mr. Jones. Big tears came into the boy's bright, black eyes, and his voice trembled as he said, "I have no home; my father and mother both died before I can remember."

Mr. Jones thought of his own dear boys, and he placed his hand kindly upon Charley's head, saying, "Poor boy, where have you lived?"

"With my uncle, but I left his house last night, determined to starve before I would be longer dependent on a man who grudged his dead brother's child the bread he ate," and Charley's eyes burned with a strange light.

The good carpenter wiped away the tears from his own eyes with the back of this hand, and asked, "Do you think you can learn to be a carpenter?" "I think *I can try*," said Charley, proudly drawing himself up. "Ah! I like that, and if that is to be your watchword, I think that you and I can get on nicely; but I suppose you've had no breakfast," continued Mr. Jones, "so we must send Tom back to show you the house, where you will stay till we come home to dinner, and then we'll talk a little about your being a carpenter."

Tom, a little colored boy who did errands for Mr. Jones, readily went back with Charley, taking himself the little bundle tied up in an old blue handkerchief, which contained all Charley's earthly possessions. Mrs. Jones proved as kind as her husband, and the poor, tired, hungry boy was soon enjoying a bountiful breakfast. When Mr. Jones came home, he had a long talk with Charley, who finally became his apprentice. He was to work four years for his food and clothes, having besides the privilege of attending school four months in each year.

"That isn't much time for learning," said Charley to himself that night, "but I guess I can get a chance to learn something out of school; any how, *I can try*." And he did try, and succeeded so well that Mr. Jones said to him at the close of the first winter, "Well, Charley, the Master says you are one of the best scholars in school, and he thinks we'll make something of you, by and by, with that watchword of yours; but, my boy, do you think you will like to work as well as study?"

"No, sir; but I'll work that I may study," was the answer. All

through the spring, the summer, and the autumn, Charley worked, earnestly, faithfully; and at the close of each day, tired as he was, he always contrived to get a little time for study.

"Say, Charley," said Willie Jones one night, "all the boys say you are a dull prig; what makes you so sober? Why don't you come out of an evening and play with us, and not stay moped up in the house with a book all the time?" "I must study!" said Charley, gravely. "I shall want to go to college, by and by." "Oh, poh! poh!" laughed Willie, "that's a good one; why, father can't send any of us to college, and how are you ever going when you don't have any body to help you?"

"Perhaps I never can, but I can try." "Now look here, Charley," said Willie, "I believe you'll do anything when you've once said, 'I can try.' I don't wonder father calls it your watchword; but do you ever expect to know enough to go to college?" "Yes, if I live," said Charley, seriously. "But what does a carpenter want to go to college for?" persisted Willie; "I don't see any use in it." "Willie," said Charley, speaking in a quick, excited way, "you musn't ask me any more questions; but I'll tell you, I don't always mean to be a carpenter."

Week after week, month after month, year after year, Charley Mason kept on his course; never idle, never unfaithful; he yet worked as though he had some higher object in view, and night after night found him bending over his books, heedless of the sports in which the boys tried to make him join. The four years came to an end, and Mr. Jones now gave him good wages for his work, saying, "I know you'll be worth two common hands to me, Charley;" and so he was, working and studying, now harder than ever, for he was fast reaching the point at which he aimed.

It was well known now that Charley had decided to be a minister, and that he was now at work to earn money to assist him in his studies. About the time that his term as apprentice expired, Mr. Jones contracted to build a church in Ashby, and of course Charley was employed upon it. One day while they were at work upon the roof, Willie Jones called out, "Say, Charley, any body would think you expected to preach in this church by the way you put on those shingles." "Stranger things than that have happened," said Charley, quietly. A laugh from the workmen and then the incident was forgotten.

Charley achieved his darling plan of entering college; though in doing so he overcame many obstacles at which even stout hearts would have quailed; but he said, "God helps those who help themselves, and I can try."

His college life was a hard one, for he was still dependent on his own exertions, and it would make your heart ache to hear of his privations, yet he never complained, but kept earnestly to his one purpose, and nobly has he accomplished it.

This day Charley Mason is pastor of the congregation who worship in the very church he helped to build, and hundreds look up to him and bless him as their guide to heaven. Remember his watchword, boys; remember, that with God's blessing upon earnest, faithful, untiring effort, you, too, may become like him, good and useful men—men who perhaps may be unknown in the great world, but men blessed of God and of your fellows. Who would not rather be good than great, yet who shall say that Charley Mason was not a hero? And is he not now laboring to guide sinful men to heaven? Is he not, I say, a greater as well as a better man, than the leader of vast armies, or the ruler of nations?

Adopt his watchword, and even in times of great difficulty and discouragement, let your motto be—"I CAN TRY!"—*Connecticut Common School Journal.*

Poetry.

From the Connecticut Common School Journal.

THE COMMON SCHOOL.

A DAY'S SKETCH.

Oh! happy place, the Common School!
Oh realm of mild and gentle rule,
The happiest that I know!
But *I* can't feel the woes that roll
Over our *Teacher's* troubled soul,
As fast the moments flow.

Yet well I know she ne'er could show
Such pleasant face, in such a place,
Did she not love us so;
And though our wood is seldom good,
I dare to tell we love her well,
And fain our love would show.

We bring her flowers both gay and rare,
To grace her desk, or deck her hair,
With smiles as bright as day;
We bring berries ripe and red,
And then, how often she has said,
"Keep those sweet smiles away."

She chideth some, but 'tis in love,
To kindly thus our faults reprove,
Our angry passions quell;
To show our sums, ere *trial* comes:
To patient bear, and take such care
To hear us read and spell.

The day is hot; my task's forgot;
With inky spot, my book I blot,
My lessons bad as lost;
I shut my books with angry looks,
And think of brooks, and baited hooks,
And feel my pleasures crossed.

Just then I spy my Teacher's eye;
With gentle will, and winning smile,
In tones of pleasant strains,
She bids me take my hated slate,
To look once more, my lessons o'er,
"Oh! Henry, try again!"

I try again—but 'tis in vain;
Visions of brooks, and flowery nooks,
Before my senses swim.
I study with but half an eye,
For I am sleepy, tired, and dry,
And all the house is dim.

At last comes noon—"now, boys, for fun!"
Our hearts are gay, and wild with play,
We leave our lessons quite;

We snuff the breeze, among the trees,
Or bound along with shout and song,
Or grasp the hoop or kite.

We hear a *bawl*, within the hall;
Out pops a nose, red as a rose,
Resulting from a fight,
A little fight—*all for the right!*
Oh! sad, sad day, young children's play,
A *trial* of their *might*.

Our teacher's face grows sad apace;
She bathes the wound, and calls around
The angry little crew;
Like coo of birds, with loving words,
She plants sweet peace, and troubles cease,
And all's forgotten too!

Another comes! in haste he runs;
"Miss B., shan't James stop calling names,
"And stop his kicking, too?"
Then James comes up, with angry strut,
And says "that Tom the fuss begun,
"And hurt him on his toe."

The girls fall out, and sulk, and pout,
And Mary cries, that Susan lies,
And knocks her play-house down.
Our Teacher's voice soon quells the noise,
And then a kiss of tenderness
Dispels each angry frown.

The ringing bell, our turmoils quell,
Farewell to noise, and noontide joys;
To lessons now we fly.
But soon is seen an urchin green,
With yawning face, feet out of place,
And sleepy, listless eye.

I say at once, "I'm not that dunce,"
For *I will please* (nor mind my ease,)
Our Teacher kind and good.
And I will learn my every task,
Nor play, nor foolish question ask,
'Till all is understood.

My Teacher's eye looks glad the while,
And well I know that meaning smile,
Bespeaks her joy of heart.
She feels that *some*, though fond of play,
Do love her still, and will obey,
And act a noble part.

Now school is out—Oh! what a shout!
Bonnets leave nails,—and dinner pails
Are scudding all around;
One little one cannot go home;
His cap is lost, or on a post,
Perchance is on the ground.

But our kind Teacher *cares for all*,
And sure, her labors, large and small,
Should yield a *rich reward*.
And though she truly loves us so,
I wonder she can come and go
Among this motley horde!

For the Missouri Educator.

THE BIBLE.

Gift of mercy, gift divine!
 In thy lessons, in each line,
 God has set his seal of love,
 Speaking to us from above;
 Teaching of the life that is,—
 Calling to a heavenly home
 Where the blessed all are His,
 When the earthly work is done.

Book of treasures,—book of God!
 In thy laws, the *chastening* rod
 Blesses; for its holy way,
 Never grievous, points the way,—
 Way of truth and hope and peace;
 Way of that eternal life,—
 Life whose joys shall never cease—
 Free from toil, and death, and strife.

Aged! find your victory here;
 Youth! this guide your course shall cheer;
 Let humanity be true,—
 Death as life shall this renew.
 Book of all the books the best!
 Ages! guard this solemn trust!
 Man without thee has no rest—
 Hope is buried with his dust.

Cambridge, Oct. 1, 1859.

L. C. J.

SUPERINTENDENTS OF PUBLIC INSTRUCTION IN IOWA.—Under the territorial Common School Law of 1839, before described in this paper, by a special act, the Governor of the Territory, Hon. Robert Lucas, was authorized to appoint a Superintendent of Public Instruction. He appointed William Reynolds, M. D., now of Iowa City, who held the office one year, when, as very few counties responded to his call for reports, on his own recommendation, it was abolished.


Under the State constitution of Iowa, the Legislature passed a law for the triennial election of Superintendents, in the month of April. A tabular statement of the names, terms of office, and salaries of the respective incumbents, here follow:

NAMES.	TERMS.	SALARIES.
W. Reynolds, M. D.,	1839-40,	\$ 250 00
James Harlan,	1847-48,	1,200 00
Thos. H. Benton, jr.,	1848-54,	1,200 00
Jas. D. Eads, M. D.,	1854-57,	1,200 00
— Stone, M. D.,	1857-57,	1,200 00
M. L. Fisher,	1857-58,	1,500 00

Doctor Eads was removed, on the ground of inadequate security; and Dr. Stone was appointed by the Governor, in his place.

Hon. Mr. Fisher was superseded by the Secretary of the Board of Education, Hon. Thos. H. Benton, jr., by a change in the educational laws. Mr. Fisher's salary was raised by the Legislature of 1858, from twelve to fifteen hundred dollars. Such is, in brief, the history of these officials of the school system of Iowa.—*Literary Advertiser, Iowa.*

Editorial Department.

 All communications and business letters should be addressed to "Missouri Educator, Jefferson City, Mo."

EVILS OF OUR COMMON SCHOOL SYSTEM— NORMAL SCHOOL.

Under this head will be found a lengthy communication, which, although apparently written in rather an unamiable frame of mind, and without any very comprehensive view of the ends to be accomplished by Normal Schools, and the improvement likely to accrue therefrom in the qualifications of our Common School teachers, nevertheless betrays the *status* of many teachers, and substantially, in many instances, their unhappy surroundings. He could not more conclusively have shown the necessity of that peculiar training which a well conducted Normal School is calculated to give. The higher culture of the impulses, the more thorough discipline of the mental and moral powers, the elevation of the grand aim, and the more enlightened modes of addressing the frailties of humanity with a view to their reformation, are all shown to be needed in the teacher, as a means to an increased fitness for his arduous and responsible labors; thereby qualifying him to exert a more salutary, a more general, and a more effective influence upon the masses—lifting them, where degraded, out of the mists and mire of ignorance and vice; carrying forward the children in intelligence and morals, which can often be done in advance of their less favored parents, and thus working the leaven of heaven into the social fabric so as to sensibly benefit both the adult, rising, and all future generations. If the writer's suggestions mean anything they strike at the root of all reformatory measures and efforts. That policy is misanthropic and not philanthropic.

What is said of the evils growing out of the *one-man-power*, are the result merely of a neglect of the voters of the district. All the world would be ruled with a despotic hand, if the people upon it would supinely submit thereto. But, generally, the badly ruled are worthy of their government, and may justly blame themselves therefor. If a teacher of the proper mental and moral stamina is employed in a district, and does not himself obtain full justice, his successor will. Well and seasonably sown seed will generally germinate. While teaching the children he should also, by his genial manners, high moral (not sanctimonious) tone, the manifestation of a real interest in the cause of education, and timely suggestions, of whatever nature, exert himself to awaken an increased interest in educational matters, and a higher ap-

preciation of the education of the youth of the country; and to rightly direct and harmonize any efforts that may be made to facilitate the labors of the instructor, or to add to the comfort or convenience of his pupils. A teacher that is not doing all this, and more, is not doing his duty; and if he is the successor of another or others of the "same sort," may expect to find the educational interests of a district in a dilapidated condition, and moral decay everywhere staring him in the face.

COMMON SCHOOLS IN MONITEAU COUNTY.—We find in the *California News* of October 29th an interesting communication from J. D. SHERMAN, Commissioner for Moniteau county. We would be glad to see the Commissioners of all the counties thus reporting, and their reports exhibiting so faithful a discharge of duty. Mr. SHERMAN says:

"Since the 14th of May last, I have spent eighty-five days in attention to county school matters. The greater portion of the time has been spent in visiting schools, and I have visited nearly every school district in the county since that time. I found schools in session in nearly every district in the county, to each of which I spoke from one half to one hour, upon the subject of education as connected with our common schools. I also spoke to the patrons of several districts where there were no schools in session."

In the discharge of the Commissioner's duties he has been impressed with the necessity of a Normal School, which he thinks would result in furnishing to Missouri a corps of *professional* teachers. Moniteau has yet no County Institute; but he has great faith in their usefulness, and purposes to organize one. He states that there are but few school-houses in the county that are fit for a school, being very poor buildings, or where the buildings are comfortable, from fault of the master, they are very inconveniently seated; that most districts are large enough for two, and it is not uncommon for children to have to go three miles to get to the school-house in their own district. There are now sixty-seven school districts within the jurisdiction of the county, from which there were reported, last year, between four and five thousand children, of whom about three thousand attended school.

He reports, at present, fifty-seven schools in session, taught by ten female, and forty-seven male teachers, of whom twenty are from Ohio, seven from Vermont, five from New York, two from Kentucky, nine from Virginia, nine native Missourians, and five from other States. There are about three thousand five hundred children attending said schools. The average wages paid to teachers is thirty dollars per month, and the average time about six months in each district, making one hundred and eighty dollars per school, amounting to ten thousand two hundred and sixty dollars throughout the county; and from a calculation from the above, it is supposed that Moniteau county pays \$15,000 for school purposes per annum.

PIKE COUNTY TEACHERS' INSTITUTE.—The teachers of Pike county have organized a County Institute. The official report of its proceedings escaped our notice.

BENTON COUNTY TEACHERS' INSTITUTE.

On October 18th, the teachers of Benton county met and organized a County Institute, by the adoption of a constitution, which, as it is merely organic in its features, and substantially like others that have been published, we omit.

The officers elected are: C. L. PERRY, President; M. L. STRATTON, Vice President; S. C. STRATTON, Secretary, and WILLIS JONES, Treasurer. The persons constituting the organization are: CHRISTIAN L. PERRY, D. D. CARSON, JOHN AYMERTON, WILLIS JONES, M. L. STRATTON, PHILIP A. PARKER, S. C. STRATTON, G. B. STRATTON, FRANCIS M. MILLER, CLARK COLEMAN, WILLIAM WALLIS, JAMES ATKINSON, M. L. MEANS, and THOS. KELLY.

The regular meetings of the Institute are to be held quarterly, on the second Saturday of December, March, June, and September, at 11 o'clock, A. M. Officers are elected semi-annually.

Prof. C. L. PERRY and Commissioner JOHN AYMERTON are appointed to deliver addresses—the former on the subject of *Education*—at the December meeting; and there is also to be a discussion on "The best mode of teaching English Grammar."

PROCEEDINGS OF TEACHERS' INSTITUTES.—In this number of the EDUCATOR we publish an interesting report of the organization of the Howard County Teachers' Association; and we have previously published the record incident to the organization of several others. Aside from their intrinsic local interest, they will furnish to the teachers of other counties skeleton forms suggestive of their own wants and the *modus operandi* of their attainment. It will be readily seen, however, that the initiatory of such organizations cannot be generally interesting. As a matter of economy, therefore, and with a view to giving only what will be generally useful, we suggest that in furnishing a report to the EDUCATOR, it be limited to the fact and date of organization, the list of officers and members, any topics of general interest that may have been discussed or submitted, and such matters as will be generally instructive.

ASSOCIATION OF UNSHAVEN PREACHERS.—A society has been organized in Texas, composed of preachers who pledge themselves not to shave; in short, to wear a full beard, as all men should do. We think that preachers ought to be able to obey the manifest laws of nature, without stacking themselves together like so many muskets that cannot be otherwise kept in an erect position. The preacher who shaves because custom requires it, is illy qualified to suitably reprove the follies of fashion. When preachers have acquired the moral courage to follow SAMPSON'S example as regards their toilet, they will doubtless become Sampsons as spiritual guides.

THE PRESS.

UNITED STATES JOURNAL OF HOMŒOPATHY.—We have received a prospectus which announces the intention of C. T. HURLBURT, 437 Broome street, New York city, to commence, on the first of January, 1860, (if 400 subscribers are previously procured,) the publication of a quarterly journal, under the above name, to be devoted to the advocacy, *exclusively*, of the Homœopathic doctrine of cure, and to the development of the Materia Medica in accordance therewith. Its five departments will embrace "Original and Translated Papers;" "General Record of Medical Science;" "Bibliographical Notices;" "Miscellaneous Items, American and Foreign;" and "Materia Medica." It is to be issued in January, April, July, and October, and each number is to contain not less than 144 pages, making a volume of 526 octavo pages. Subscription price \$3 per annum, payable on receipt of the first number of each volume. It will be National in character, and its corps of editors will be among the most talented and reliable Homœopathic physicians in the nation. A list before us, of those already pledged to contribute to its columns, contains the names of over twenty of the most distinguished Homœopaths in the country, among them several in New York, Philadelphia, Pittsburg, and St. Louis, and several in the Southern and Western States—one in New Brunswick, British America.

MARYVILLE REPORTER, published at Maryville, Nodaway county, by WM. HENRY DODGE & Co., is another small paper, just commenced, and is also the pioneer in Nodaway county. The *Reporter*, regarding the interests of the people as unsafe in the hands of a partizan press, proposes to itself an independent course, and to devote its columns "to news, literature, education, and agriculture."

Very few newspapers continue long to maintain a truly independent course, *because*, through the influence of their prejudices, or supposed temporary interests, they fail to treat with due courtesy, and in a tolerant and charitable spirit, those with whom they chance to differ. Positive animadversions are too often indulged in, and animosities engendered, without any tendency to the conviction of error, when a courteous dissent and respectful discussion are all that the amenities of life justify, and without which discussion degenerates into controversy almost barren of good, and a waste of zeal in behalf of truth.

The *Reporter* will, perhaps, avoid these breakers, and thus maintain an honorable independence. We hope so.

THE LACLEDE JOURNAL, published at Lebanon, Laclede county, Missouri, by G. D. TURNER, is a new enterprise, and the pioneer in that county. It promises to be "an humble handmaid of truth" in the moral, social, and political departments of life. If these are its aims and the guide in its efforts, and dignity and courtesy characterize its

intercourse with the "rest of mankind," it will deserve well of the enlightened citizens of Laclede and surrounding counties. In politics it promises to support Democratic men and measures.

THE WESTERN JOURNAL OF HOMŒOPATHY is a monthly of sixteen pages, devoted to Homœopathy, published at St. Louis, by the Saint Louis Homœopathic Pharmacy, 51 North Fifth street, and edited by E. C. FRANKLIN, M. D. Its subscription price is \$1 per annum; four copies, \$3; seven copies, \$5; fifteen copies, \$9.

In the first, the October number, we find the Announcement of the Western Homœopathic College, at St. Louis, the first course of lectures in which commenced on the fourth Monday in October. Also much other matter interesting to Homœopaths, or others desirous of knowing something of that system of medical practice.

"CLARKSVILLE UNION" is the name of a new paper, independent in politics, published at Clarksville, Pike county, Missouri, by HERNDON & SKIDMORE, and edited by Dr. E. W. HERNDON. In Missouri there seems, during the last year or two, to have been a newspaper mania, which is still increasing. It may, nevertheless, be regarded as an evidence that Missourians are becoming, more generally, a reading people, and that the local benefits of a news and advertising medium, are being more generally appreciated. The misfortune, however, is, that the liberality of very many who are ready to speak encouragingly of a newspaper enterprise in their locality, is all wind; and the poor fellow who assumes the pecuniary responsibility, is soon embarrassed and bankrupt. Hence the too prevalent custom of "rotation in office," in the proprietorship of newspaper establishments.

CHALLEN'S ILLUSTRATED MONTHLY.—We are glad to number among our exchanges *Challen's Illustrated Monthly*, published in Philadelphia, by JAMES CHALLEN & SON. It is elegantly printed and handsomely illustrated; and its matter is highly interesting and instructive; much of it tending to the moral elevation of the reader, and all of it to the improvement and refinement of the mental faculties. Price \$1 per annum.

MATHEMATICAL MONTHLY.—The first, the October number of the second volume of *The Mathematical Monthly*, published in New York, by IVISON & PHINNEY, and edited by J. D. RUNKLE, A. M., A. A. S., we find upon our table, and gladly reckon the publication among our exchanges. It is, as its name indicates, devoted to mathematics in their widest range—quantity and numbers in all their diversified relations and influences. In the number before us we find a most interesting article "On the Prime Seventh as an essential element in the Musical System," by HENRY WARD POOLE, Engineer, Boston. The writer is confident that the science of music "has a solid foundation in the relations of numbers, and that all the supposed impossibility of Just Intonation and the necessity of Temperament, have their origin only in the short-sightedness, and the unskillfulness of the practitioner."

This magazine contains 32 quarto pages monthly; large print, on heavy book paper. Its problems are thoroughly illustrated. Price \$3 per annum.

EDUCATIONAL MONTHLY.—We are more than delighted to find among our exchanges a very handsomely printed and ably edited "*Educational Monthly*," hailing from Kentucky, published by the "Kentucky Association of Teachers," and printed at Louisville. Added to the pleasure derivable from the fact that "Old Kentuck" is at last fully aroused to a realizing sense of the importance of improving her common school system, and to a just appreciation of the salutary and effective influence of a journal devoted to her educational interests, we have perused with great satisfaction the number at hand, which is the first. The work of educational journalism has been entered upon with an earnestness that betokens success; or, most certainly, that success will be abundantly deserved. The resident editor is E. A. HOLYOKE, of Louisville; and among the Board of Editors, and at the head of the list, is that ripe scholar, NOBLE BUTLER, to which is added that most excellent educator of woman, JOHN AUGUSTUS WILLIAMS; also ROBERT MILLIGAN, of the Kentucky University, at Harrodsburg; LEWIS W. GREEN, D. D., of Centre College, Danville; Pres. JOHN TRIMBLE, of Lagrange; Prof. W. N. HALLMAN, of Louisville, and GEO. S. SAVAGE, of Millersburg. Such an editorial corps is an ample guaranty of ability and efficiency.

Each number is to contain nearly sixty pages. Subscription price \$2 per annum.

SCHOOLS IN MISSOURI.

We are in receipt of the Second Annual Catalogue of the "SALINE FEMALE INSTITUTE," located at Miami, Saline county, Missouri. From it we learn that during the session ending the last Wednesday in June, the pupils numbered eighty-six. The two terms, of five months each, commence on the second Monday in September, and the first Monday in February.

The Board of Instruction consists of D. HERNDON LINDSAY, Principal; Misses H. E. RUGGLES and M. E. LEWIS, Assistants,—the former also teacher of the Ornamental branches; Miss JENNIE WYNKOOP, Piano and Guitar; JOHN H. YONLEY, Lecturer on Natural Science; A. W. ORR, Vocal Music; and in Boarding department, Mrs. R. LEWIS, Matron.

The regular course of studies is very full, and Latin, German, French, Spanish, Drawing, Painting, Needle-work, Pellis-work, Piano, Guitar, and Vocal Music, are named as "optional."

THAT DOLLAR!—The second half of the second volume of the *EDUCATOR* is now entered upon, and many who receive it have thus far forgotten to send in their dollar, although it was due "in advance." It is probably only necessary to thus jog the memory of those who are, to the "rising generation," professed exemplars in matters pertaining to moral and intellectual excellence.

Literary Notices.

HOMŒOPATHIC MATERIA MEDICA: A summary of the curative action of the principal remedial agents employed in the Homœopathic practice; compiled from all the most distinguished Homœopaths, with additions, references, and notes, by M. FRELIGH, M. D. New York, 1859: CHARLES T. HURLBURT, Homœopathic Pharmaceutist, No. 437 Broome street.

We are indebted to the publisher for a copy of the above work, a volume containing over 200 large octavo pages, executed upon excellent paper and with a full and clear type. Knowing something of the literature of this school of medicine, we feel warranted, after a careful examination of its pages and plan, in saying, that it supplies a want that has been very generally felt. The greatest cause of perplexity, especially with young practitioners, or those often needing the suggestions of a *Materia Medica*, is the multiplicity of symptoms given in most works of the kind as pertaining to a remedial agent, without sufficiently distinguishing between the primary and secondary indications of morbid action. This work simply gives the leading symptoms—those more especially characteristic of the remedy; and will thus be found a very convenient, we might almost say, indispensable book of reference,

When doubts perplex, and vague guides vex,
The combatant of ills complex.

FRELIGH'S *Materia Medica* ought, in our opinion, to be found in the library of every Homœopathic practitioner.

Publications by A. S. Barnes & Burr, New York; and Brown, Taggart & Chase, Boston.

We have upon our table, demanding attention, and evidently worthy of special notice, an octavo volume of 348 pages, entitled "The Higher Christian Education," by BENJAMIN W. DWIGHT; another, uniform with the first, of 320 pages, entitled "Lectures on Mental and Moral Culture," by SAMUEL P. BATES, A. M.,—both belonging to the "School Teachers Library,"—large print and good paper; a school book, "Entertaining Dialogues, designed for the use of Young Students," by CHARLES NORTEND, A. M.,—just the thing wanted; "Smith's Little Speller," which wears a very attractive face; "Book-Keeping by Single and Double Entry, simplified, and adapted to the use of Common Schools," by W. W. SMITH and EDWARD MARTIN,—form quarto, embracing 100 pages, in which the systems of single and double entry book-keeping are thoroughly taught. These several books are published by that very extensive New York house, A. S. BARNES & BURR.

We have also, from the publishing house of BROWN, TAGGART & CHASE, Boston, "A Treatise on Arithmetic, combining Analysis and Synthesis, adapted to the best mode of instruction in Common Schools and Academies," by JAMES S. EATON, M. A.,—355 small octavo pages, well printed;

and "The Universal Speaker, containing a collection of Speeches, Dialogues, and Recitations, adapted to the use of Schools, Academies, and Social Circles," edited by N. A. CALKINS and W. T. ADAMS,—314 large octavo pages, containing numerous illustrations designed to instruct the declaimer.

All these books ought, in this number, to be specifically noticed, but the printer cries "Enough," and we are compelled to be content with this hurried recital of title pages, promising more extended notices next month.

LETTER FROM PROF. TRACY.

DEAR DOCTOR: I missed writing to you for the October number of the EDUCATOR, and since my last, have wandered over some three thousand miles, journeying to and fro, in the great State of Missouri. I will give you a very brief sketch of where I have been and what I saw. My first extended trip was to South-West Missouri, in the early part of October, in which I journeyed as far as Neosho, in Newton county. This portion of the State is, as yet, but sparsely settled; but immigrants are pouring in from every quarter of the civilized world, and a few years will scatter villages and farms all over South-West Missouri. This portion of the State possesses many advantages as a farming country; it abounds in living streams and fountains of pure water; the prairies are rich and productive; and the uplands will one day rival the vine lands of France and Italy, in the production of the grape. Its settlement has been greatly retarded by the want of proper facilities for transporting the produce of the country to market. Two hundred miles make too long a road for the transportation of ordinary farm produce; and hence the principal exports from this section consist of droves of stock. A more hopeful future is dawning by the progress of the South-West Branch of the Pacific Railroad, and people are already crowding in and opening farms, and thus preparing to welcome its advent.

The cause of popular education has received a good deal of attention in many of the counties; and in addition to the district schools, there are several high schools and colleges in a very flourishing condition. Amongst them may be named the two seminaries at Springfield,—one under the care of Mr. CARLTON, and the other of Mr. RHEA; also, Newtonia College, in Newton county, which has a large patronage and is held in high esteem. The district school system meets with the same difficulties here which it finds in all new and sparsely settled countries. Frequently a whole township of six miles square, and sometimes two or three of them, scarcely contain children enough to constitute a paying school. This is an obstacle, however, that time alone can remove; and the greatest danger is, that the children will be there before there are suitable teachers to instruct them. But here, as everywhere else, the great and crying evil of the system is found in the absence of a suffi-

cient number of well qualified teachers. Here and there, in the towns, and some of the country neighborhoods, you will find a few who have devoted their lives to this noble calling, and have availed themselves of every legitimate means to prepare for its grave duties and responsibilities. But the great majority have neither permanent interest in, nor adequate preparation for, the work. Under these circumstances, it is not singular to find amongst School Commissioners and teachers a wonderful unanimity of sentiment in favor of a Normal School, as an agency specially designed to prepare a class of professional teachers. If all the School Commissioners, teachers, and educationists of Missouri could be consulted, they would speak with one voice on this subject.

I am glad to say that there is a general waking up on the subject of popular education, amongst both teachers and people, and the better class of the former are disposed to avail themselves of all proper means to improve and elevate the condition of their schools. The County School Commissioner and a few teachers are generally anxious to organize a County Teachers' Association, for the purpose of mutual improvement; but these associations seldom enlist the interest, or earnest co-operation, of a majority of the best qualified teachers, and thus their beneficial influence is greatly circumscribed. Notwithstanding this drawback, the Teachers' Institute is commending itself to all reflecting minds as the most practical and efficient of our *present* means of improvement. Whenever one is organized and its work faithfully and patiently persevered in, it is sure to accomplish great good, both to teachers and schools.

There is a lamentable want of interest, amongst both teachers and people, in seeking proper sources of information to be found in books and periodicals. Whilst thousands of agricultural journals are scattered broadcast over the State, and are doing their legitimate work of stimulating and enlightening the farming community; whilst millions of newspapers are diffusing intelligence and discussing politics, and millions more of hebdomadal miscellanies are dispensing their weekly allowance of the froth and foam of light literature, an educational journal scarcely reaches one school district out of ten in the State of Missouri. This is not because education is of less importance than agriculture or politics, but is due to the intense and criminal apathy that prevails on the subject. The only cure for this apathy is, to bring the subject before the people in every possible way—speaking, talking, writing, printing. As you know, I have done something in this way, and if my life is spared, hope to do a good deal more, before I stop preaching the gospel of common schools. I might become weary of the task, if it were not for the awakening interest, and the kindness and hospitality that everywhere greet me.

As you are aware, a part of my mission consists in carrying out the wise design of our school law in producing "a uniform course of instruction," by approximating, at least, to uniformity in the use of text books. The evils that have resulted from an opposite course, where every itinerant teacher has insisted upon selecting a new list of text books, to have them in turn discarded by his successor three months afterwards, are of the gravest character. The pecuniary evil resulting from this course is the least, and yet this is serious enough, as the people can tell you. I do not think it would be extravagant to say that the money wasted in unnecessary changes of class books during the last ten years, has been sufficient to support a first class College or Normal School. The evil was so great that, in many places, country merchants have refused to bring on school books, fearing that other teachers would cause changes, and they would be compelled to lose their investment. For the same reason, merchants have been obliged to sell

school books at a large profit in order to secure themselves from loss, owing to the risk of change. The unnecessary and burdensome tax thus imposed upon parents, has been the cause of loud and just complaint. The injury done to the children in constantly changing them from one text book to another in the same branch of study, is of a still more serious character. It dissipates the mind, cultivates a low estimate of the value of books, leading to habits of waste and destruction; and whilst the pupil may acquire a confused notion of a good many things, he will have a correct and accurate knowledge of scarcely anything. Under these circumstances it is not strange that School Commissioners, intelligent teachers, and the people every where should hail with delight the advent of a better system. The list of officially recommended books, selected as it was with great care by the Superintendent and disinterested teachers, whose aid was sought, and without even any knowledge of the publishers upon the subject, is receiving a hearty endorsement from every section of the State. The confidence in this measure is already so extended that merchants are not afraid to purchase a stock of the recommended books, and they will be able to sell them at a moderate profit. Is there any reason why there should be a heavier tax on light for the mind than on food for the body? With a ready and certain sale, school books should be furnished at as low a profit as sugar and coffee.

In this connection I would say that the two following excellent works have lately been added to the list by the State Superintendent:

I. FIRST BOOK IN PHYSIOLOGY.

II. HUMAN PHYSIOLOGY AND HYGIENE.

Both of these works are by Prof. HOOKER, of Yale College, and are admirably adapted for use in primary and advanced classes. The whole subject is treated in a manner to avoid unnecessary technicalities, and at the same time there is such a charm in the style of the writer, and in his method of treating the subject, and the work is so full of interesting, every-day practicalities, that he must be a dull teacher who could not thoroughly interest a class with either of these text books.

But my rambling epistle is already too long, and I hasten to a close. In the eight counties I have visited, since returning from South-West Missouri, I have met with many, many earnest friends of the good cause; and as an evidence of the growing interest upon the subject of popular education, I find it impossible to accept one-half of the pressing invitations to attend educational meetings in different parts of the State.

Quite a number of counties have already availed themselves of my proposition, designed to secure more diligent study and more careful and thorough instruction in the schools. The plan is contained in the September number of the EDUCATOR, and I allude to it now for the purpose of adding, that the offer of ten dollars in prizes and honorary certificates, to any association embracing it, will be continued until the first of February next.

Hoping that I may have other matters of interest to communicate for the next number of the EDUCATOR, I remain,

Very truly yours,

J. L. TRACY.

TEACHER WANTED.

W. S. HOLLAND, at Calhoun, Henry county, Missouri, wants a first-class female teacher—one well qualified to teach the languages and music. One educated in Missouri would be preferred. n7

TEACHERS WANTING PLACES.

A GENTLEMAN who has much experience as a teacher, desires a situation as such in the vicinity of Jefferson City. n6